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ABSTRACT

This annotated bibliography contains 91 citations of journals, newspaper articles, and government publications from Pakistan published between April and June 1979. Entries are arranged alphabetically by author in 25 categories which include: administration, organization and financing of education, agricultural education, curriculum, development of education, education goals, education planning, education reforms, elementary and secondary education, examinations, higher education, libraries, literacy, medical education, professional education, psychology, special education, students' problems, teacher education, teachers, technical education, textbooks, women's education, teaching of languages, and general education. An author index is included. (Author/CK)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHMAD, Kalim. Meyaar-e-Ta'aleem Ko Behter Banaya Jai. (Make Standard of Education Better) --- Nawai Waqt (Rawalpindi) June 19, 1979 (U).

Following steps should be taken to improve the standard of education: 1) Directorates of Schools should be established in all the five divisions of the Punjab, and the D.P.I. Office for colleges should be converted into the Directorate of Colleges. 2) Lady District Education Officer should be appointed for the management of female institutions at the district level. 3) A post of Deputy Education Officer at the Tehsil level should be created. 4) The Assistant Education Officer should not hold charge of more than 50 primary and middle schools for the purpose of inspection. 5) The headmasters of High schools should be empowered to check the attendance and other work of the teachers belonging to the primary schools in the neighborhood. 6) Honest and hard working staff should be appointed for the invegilation of middle standard examinations. 7) Five periods instead of nine should be allotted for agriculture in middle classes, and the remaining four should be allotted for mathematics. 8) B.Sc., B.Ed. teachers should be appointed to teach science subjects in high schools. 9) The opening of new primary and middle schools should be stopped for a few years. 10) District Education Officers should be directed to devote at least twenty days in a month for inspection and the rest to office work. 13) An Advisory Council comprising of parents and teachers should be set up for the smooth running of schools.

2. AHMAD, Saira Jabeen. Iskoolon Mein Dakhlay Ka Mas'ala (Problem of Admission in Schools) --- Nawai Waqt (Rawalpindi) May 15, 1979 (U).

The problem of admission to schools has become acute. Admission to a standard school mostly depends upon recommendations from some influential person. An average person can not obtain any recommendations. The problem becomes more acute at the beginning of each new academic year. It appears that the nationalization of educational institutions has utterly failed. Nationalization has stopped opening of schools in the private sector.

Since ours is a developing country with meager resources, the Government is not in a position to open more schools. The problem can be solved only if the private sector is allowed to open schools to accommodate the students who cannot get admission to government schools.

3. HAIDRI, Karam. Talaba Kay Masa'il (Students' Problems) --- Nawai Waqt (Rawalpindi) June 17, 1979 (U).

Students are nowadays up against many problems in schools, colleges, and universities. Most important among them are the problems of transport and the shortage of teachers. These two problems are not insoluble. The tragedy is that the management of the institutions and the government never took them seriously. The principals of all colleges should be empowered to spend necessary money for the purpose out of the union fund.

The second problem is the paucity of staff. At present, lecturers are recruited by the Public Service Commission. This takes a long time. The teachers may be appointed to work temporarily until they are confirmed by the Public Service Commission. This power to appoint lecturers should be given to the principals of the colleges.

4. HASHMI, Khaled Mahmood. Iskoolon Ki Imarat (School Buildings) --- Imroz (Lahore) April 18, 1979 (U).

At present, there are 33 thousand primary schools in the Punjab with a strength of about four million pupils. The fifth five-year plan provides for the education of cent percent children. In order to reach the target, six hundred additional primary schools will be opened in the province, and the target will be achieved in stages.

Now that the plan of opening of six hundred additional schools is under way, the question arises what will happen to the existing twenty thousand primary schools that have no building of their own.

According to a survey, at the moment in the Punjab alone, only 73 per cent boys and 37 per cent girls are receiving instruction in primary schools. This means that 27 per cent boys and 63 per cent girls are going without elementary education.

A few years back, forty new colleges were opened in different parts of the Punjab province. Out of these, as many as 30 colleges have no building of their own and are housed either in different hostels or in primary schools.

5. QURESHI, A.H. Private Schools --- Dawn(Karachi) April 25,1979.

It is neither a mis-statement, nor an exaggeration to say that private schools in Karachi are minting machines. Now we have

- 2 -

reverted to pre-Bhutto practice of allowing interested persons to run schools on a commercial basis and become rich overnightly by fleecing the public. In Bangladesh and India, such schools are allowed to be run by managing committees constituted in the following manner: There are 12 members on the committee, including four "guardians" (elected by parents), three teachers, including a headmaster, a respresentative of the Education Department, a doctor (generally a givernment servant), a person interested in education, and two donors.

The headmaster is generally the secretary of the committee, which manages the school affairs solely for the purpose of good and proper education. All income, including the Government grant, is spent solely for the betterment of the school and good education. In the presence of so many members representing different interests, there is hardly any chance of misuse of power and money. Unless our Government adopts some such foolproof method, it will simply be wishful thinking to believe that these schools will serve the cause of education and that they will not be utilized for private gains.

AGRICULTURAL EDUCATION

6. KALHORI, Muhammad Sharif, Scheme of Agro Technical/Vocational subjects at Secondary Stage --- In: Report of Workshop on Examination Reforms Testing and Evaluation, 73-76. Hyderabad, Bureau of Curriculum and Extension Wing. 1977.

The writer briefly mentions some of the objectives and guidelines of the education policy, 1972-80, emphasizing on shift from general education to more purposeful agro-technical education. Keeping in view the new directives of the education policy new goals and aims of education are prepared. After formulating the scheme of studies for classes vi-viii has been revised and the agro-technical subjects have been included at the stage.

Some details of the scheme are mentioned and it is pointed out that the agro-technical education is an integral part of the general system of education. For the first time, an effort has been made to link education with the world of work.

7. National Survey of Community Resources (Sind) for implementation of Agro-Technical Studies Program --- Hyderabad, Bureau of Curriculum and Extension Wing, Sind. 117 p. 1976.

The agro-technical education is being implemented in secondary schools of Sind on top priority basis, but heavy finances involvement in the scheme calls for active support and

cooperation of the public at large. The present survey of community resources would help the planners, the administrators and the teachers for mobilization of community resources for its successful implementation.

The report first provides the background perspective and scope of agro-technical studies in the province. This follows the report of the seminar on implementation of agro-technical courses in Sind and a report on the sample survey for evaluating the progress in the implementation of agro-technical scheme in Sind.

CURRICULUM

8. AZAD, Choudhry Mohammad Husain. Nisab-e-Ta'aleem Mein Nazar-e-Sani Ki Zaroorat (Need to Revise the Syllabus) --- Imroz (Lahore) June 29, 1979 (U).

The present syllabus is not congenial to our national aspirations, because 1) It is aimless. 2) Our primary syllabus overtaxes the mental capacities of our children. 3) Certain parts of it do not suit our moral traditions and social standards of behavior. The reason is that those who are assigned the job of framing it have nothing to do with the teaching profession. Ridiculously enough, the teachers of either colleges or universities are assigned to work of preparing the syllabi for primary and middle classes. They are untrained for the job. The job should be assigned to the teachers belonging both to the urban and rural areas.

What is also annoying is the fact that most of the lessons prepared by untrained teachers are not complete. All such tampering with this specialized job should immediately stop.

9. MEMON, Mohammad Bachal. Evaluation of Curriculum --- In: Report of Workshop on Examination Reforms Testing and Evaluation for Training, the Secondary School Teachers, 48-61. Hyderabad, Bureau of Curriculum and Extension Wing, 1977.

In education, evaluation is a three sided processes, by which success of teacher's work is assessed and adjudged along with the suitability of the curriculum content and assimilative capacity of the learners. Curriculum evaluation is a measurement process by which some sets of goals, objectives, policies and philosophy are used as the standard against which the

curriculum is measured.

The writer attempts to identify the key concepts and positions in curriculum evaluation, and suggests a multi-model strategy and approach that is likely to be more profitable. There are three different types of curriculum evaluation used at the different stages of curriculum development and implementation. These are 1) theoretical or intrinsic evaluation; 2) logistical or physical evaluation; and 3) substantive or effective evaluation. The theories are discussed in detail.

10. TALMEEZ, (Mrs.) Rasheda. Marboot Nizam-e-Ta'aleem (Integrated System of Education) --- Akhbar-e-Khawateen (Karachi) February 3-9, 1979 (U).

Under the system of integrated syllabus, lessons on different subjects are grouped together to form an integrated whole. For example, the books compiled for classes I, II, and III contain Islamiat, Science, Physical Education, Social Science, and Art and Craft. Urdu is used as the medium of instruction for this purpose. All educationists testify to the advantages of this syllabus. This system frees the children from the unnecessary load of books.

In Pakistan this plan was introduced in 1977. Three books have already been prepared. The books are meant for class 1 and class II and are being taught in some schools as an experimental basis. Good results have been achieved so far. About 29 teachers have been trained to teach these books, and 16 schools have been selected for the purpose. Out of these 16 schools, the new books are being taught in 8 schools. The results of these 8 schools are better than of those following the old syllabus and practice.

DEVELOPMENT OF EDUCATION

11. Development of Education in Pakistan (1971-1978) --- Islamabad, Ministry of Education. 72p. 1978.

This is a report presented at the Conference of Education Ministers and those responsible for economic planning in Asia and Oceania. Part I of the report gives the background of educational development, highlighting organization of educational system, structure of education, and major educational policies of the Government.

Part II of the report deals with the development of education during 1971-78. The information is provided under different heads. Emerging trends in the field of education is the topic discussed in part III of the report. Part IV of the report throws light on future direction in the field of education. Fifteen tables, along with some appendices, are given at the end of the report.

EDUCATION GOALS

12. HASHMI, Z.A. Education --- Pakistan Times (Rawalpindi) April 13, 1979.

Despite farily substantial progress made in the educational sectors, education, as such, has done little to improve the condition of the masses. The educational system is irrelevant to their needs, because it is linked to development strategies that benefit industrialized nations. There was greater emphasis on increasing the physical output to the benefit of a privileged minority, while the bulk of the people were neglected.

The nation has inherited a system of education designed to serve objectives other than those of a free society. The present system has resulted in a high level of illiteracy, preponderance of non-scientific and non-technological courses, inflexible methods of teaching, concentration of educational efforts in a few urban sections of the population and overall inefficiency.

The nation requires intensive endeavours to ensure that democratization of education results in the achievement of social mobility and social justice. This, in its turn, calls for greater short-term efforts and redistribution of budgetery funds for the benefit and growth of the seriously deprived strata of society.

EDUCATION PLANNING

13. MIRZA, Mohammad Tufail. Nizam-e-Ta'aleem Main Muassar Islahaat Ki Zaroorat (Need for Effective Reforms in the System of Education) --- Mashriq (Lahore) June 5, 1979 (U).

Nobody would deny the fact that about 90 per cent of the total population of Pakistan lives in villages. It is unfortunate, that the syllabii are prepared for the benefit of only 10 per cent of the population living in urban areas. Human life has

two aspects, one material and the other spiritual. While preparing the syllabii and evolving the system of education, we should keep in view both these aspects. If we are serious in our purpose, we should keep in view the following points while framing a system of education: 1) Unnecessary load of books should be scrupulously avoided. 2) The objectives of education should be clearly determined. 3) Two aspects of education should be kept in view while preparing the syllabii: a) economic aspect, and b) moral aspect. 4) Subjects like International Relations, History, Philosophy, and Political Science should be taught only in higher classes, and objective and religious education should be reserved for secondary level.

EDUCATION REFORMS

14. AZAM, Choudhry Mohammad. Ta'aleem Zawalpazir Kiyun? (Why Education Declining?) --- Nawai Waqt (Rawalpindi) April 17, 1979 (U).

Pakistan being an ideological state, the syllabus should also be prepared in keeping with the tenets of Islam and its teaching. Following are the causes of deterioration in education: 1) The crises in political field from the very beginning never allowed education to follow into natural course. 2) The priority in the preparation of syllabus was overlooked. 3) Ideology of Pakistan never formed part of the syllabii. 4) Materialism not acquisition of knowledge, always remained the dominant notice of education. 5) Majority of teachers kept themselves busy with private tuition. 6) The prevalent system of examination adversely affected the standard of education. 8) Frequent changes in the syllabii played havoc with education. Following suggestions may raise the standard of education: 1) The ideology of Pakistan should always be the guiding principle while preparing the syllabii. 2) Military training and manual training should be made compulsory. 3) The present system of examination should be completely overhauled. 4) The holders of distinction in their respective fields should be encouraged.

15. GULSHAN, Ghulam Mohammad. Meyar-e-Ta'aleem Ka Mas'ala (Problem of the Standard of Education) --- Nawai Waqt (Rawalpindi) May 1, 1979(U).

The nationalization of educational institutions was a commendable step, but it did not prove to be an unalloyed blessing. The standard of teaching deteriorated, the number of students in a class rose beyond capacity, the teachers slackened in their duties, resort to unfair means in the examination halls increased, and the percentage of failures rose sharply.

1) The opening of private schools should be allowed. 2) Uniform

regulations should be enforced for both private and Government institutions. 3) Restrictions should be placed on all sorts of donation for private and Government institutions. 4) New schools should be opened in far-flung areas of the country. 5) The condition of nationalized institutions should be improved. 6) Reasonable increase in the salary of teachers should be sanctioned with immediate effect. 7) The practice of private tuition should be stopped forthwith. 8) The number of textbooks, particularly in primary schools, should be cut down. 9) Better facilities should be provided both to the students and the teachers.

16. LONI, Yasmeen. Nisab-e-Ta'aleem Aur Tariqa-e-Imtehaan Mein Tabdili Ki Jai (Change the Syllabus and the Method of Examination) --- Akhbar-e-Khawateen (Karachi) June 23-29, 1979 (U).

Children are overloaded with text-books and notebooks. Till recently, the students were divided into two groups from class VIII onward. One group was taught Persian along with other subjects, and the other was taught mathematics. The Persian group was taught Home Economics and Civics, and the Mathematics group was taught Physics and Chemistry. Now there is no such division from class VI to class VIII. All children are taught Persian and Mathematics along with other subjects.

The system of examination has grown old and outdated. We complain that when these children come to colleges for higher education they fail in the examination. The question does arise: who is at fault? The fault definitely lies in the existing system.

17. TARIQ, Rana Mohammad Altaf. Nai Ta'aleemi Policy Aur Qaumi Taqazay (New Educational Policy and National Imperatives) --- Imroz (Lahore) June 30, 1979 (U).

National imperatives demand that Islamic teachings and the knowledge of the achievements of Islamic heroes should be included in the syllabus from the very beginning. Our students belonging to higher secondary schools should also know the basic causes that led to the demand for and the movement of Pakistan. Contacts of educationists and teachers should be established on provincial levels and they should be transferred from one place to another. This will help eradicate provincialism.

For the in-service teachers, training schools should be established at district level. The high schools functioning in villages should be given the status of Higher Secondary

Schools. This step will remove the difficulties of the parents living in outlying villages who want to give higher education to their children.

Technical schools should be opened at Tehsil level, because the technical workshops in middle and high schools have failed to serve the desired purpose. As the method of holding middle standard examination at the level of Directorate has failed, Headmasters should be ordered to hold examinations of Class VIII.

Semester system should be introduced in Secondary Schools. This will induce the students to work hard throughout the year. Secondary boards should be abolished, because they have lost their utility. Teachers and headmasters who have served for four years in any urban school should be immediately transferred to rural schools.

ELEMENTARY AND SECONDARY EDUCATION

18. KHOKHAR, Mushtaque Ahmed. General Objectives of Education in Pakistan in the Light of Education Policy 72-80, with Particular Reference to Secondary Education --- In: Report of Workshop on Examination Reforms Testing and Evaluation for Training the Secondary School Teachers 9-12. Hyderabad, Bureau of Curriculum and Extension Wing. 1977.

Every nation has its institution of life and they are based on the ideology and philosophy of life of the society. In Pakistan Islam is the foundation of life and its institutions. The objectives of our life are manifest in the education policy. The various objectives of the education policy are enumerated.

These are the general objectives of education. As far as goals of education are concerned, they are four fold, cultural, social, individual and international. These goals have been further classified into three domains, viz (1) cognitive domain (2) affective domain and (3) motor-sensory domain. These domain are briefly discussed.

19. SHAH, R.A. and Others. Elementary Education: A Priority --- In: School Education in Pakistan, 2-19. Islamabad, Curriculum Wing, Ministry of Education. 1977.

The education policy recognizes school education as the foundation of the education pyramid and aims at broadening and strengthening this by the improvement of primary and secondary education. This strengthening is to be achieved by making

primary and secondary education purposeful, functional, meaningful and related to the needs of the community rather than aimless and academic. Only by creating a solid foundation it is possible to build up other levels of education successfully. The detail of the elementary education, as provided in the policy, is discussed under the headings: 1) enrolment at the elementary level; 2) enrolment figures; 3) financing of primary education, 1960-75; 4) free and universal education; 5) agro-technical program; 6) major goals; 7) scope of agro-technical education; 8) agro-technical studies; and 9) national teaching kit project.

and others

20. SHAH, R.A. / Introduction --- In: School Education in Pakistan, 22-32. Islamabad, Curriculum Wing, Ministry of Education. 1977.

Pakistan at the time of independence inhereted an educational system installed a hundred years earlier by colonial rulers replacing the indigenous Muslim system which served the country for nearly 800 years. The colonial system of education was not suitable to the needs and requirement of the country, hence on a number of occasions reforms were introduced. The Educational Reforms of 1972 was also an attempt to revolutionize the educational system in the country. The elementary and secondary education has been re-designed to meet the national requirements.

Major objectives of the policy and some measures proposed to achieve these objectives are presented under the headings: 1) major objectives of the education policy 1972-80; 2) some measures proposed to achieve the objectives; 3) system of education; 4) administration; 5) act for the Federal supervision of curricula; 6) structure of education; 7) organization of education; 8) elementary education authority; 9) main functions of elementary education authority; 10) the curricula; and 11) teacher training.

21. SHAH, R.A. and others. Secondary Education --- In: School Education in Pakistan, 35-56. Islamabad, Curriculum Wing, Ministry of Education. 1977.

The secondary education is the deciding factor in a productive society. It is at this level that aptitudes can be directed. It is at this age level that logic and reasoning powers can be encouraged and developed and it is at this stage of physical development that it can acquire sufficient manual dexterity to fit in for higher level. So an attempt is being made to take advantage of these factors and new education policy sets out to do so in the field of secondary education.

The details of the program and policies regarding secondary education are discussed under the headings: 1) vocationalization of secondary education; 2) difference between agro-technical and vocational education; 3) the trade schools idea; 4) the trade secondary schools - an innovatory program; 5) the objectives of trade schools; 6) educational and vocational guidance and counselling service; 7) training of personnel; 8) occupational information and placement; 9) development and application of tests; 10) the role of employment exchange; 11) examination reforms, test development and research; and 12) financing of secondary education.

22. SYED, Jafer Ali. Ta'aleem Ka Me'yaar (The Standard of Education) --- Mashriq (Lahore) April 28, 1979 (U).

The causes of deterioration in education are as follows:

1) Growing number of students in a class. 2) Nationalization of schools. 3) Selection of teachers who are not at all interested in the profession.

There are some schools that run on two shifts. Both the shifts have the strength of above three thousand students. Strangely enough both the shifts start at the same time, because most of the parents do not want their wards go to the school in the scorching sun. Every class comprises about one hundred students. Obviously, one teacher cannot control and teach so many students at a time. He cannot even remember the names of so many students of his class.

Only one science laboratory for such a large number of students is not enough.

The condition of schools in rural areas is beyond description. Most of them have no walls, no basic amenities. Teachers work under strain and stress. The result is obvious. It is unfortunate that since the nationalization of private schools, the standard of education has been continuously falling. Majority of teachers in these schools are untrained.

EXAMINATIONS

23. AFRIDI, (Mrs.) Shams-un-Nihar. General Principles of Test Construction --- In: Report of Workshop on Examination Reforms Testing and Evaluation for Training the Secondary School Teachers, 37-47. Hyderabad, Bureau of Curriculum and Extension Wing. 1977.

After the recent changes in the education policy, the examining

agencies are seriously considering of introducing drastic changes in the present examination system. The major changes concern emphasis on the internal evaluation in which objective type of tests have to play the major role. The tests which should give valid and reliable results should not be left in the hands of untrained teachers.

The general principles of constructing teacher made tests is discussed under the headings: 1) planning of the test; 2) specific changes in behavior; 3) table of specification; 4) characteristics of a satisfactory measuring instrument.

24. BABAR, Syed Iftekhar. Examination System --- Pakistan Times (Rawalpindi) April 27, 1979.

We have to radically change our system of examination. Ours is one of the poorest nations in the world. Our poor people have to struggle hard for saving enough money for their children's education.

Our educational institutions usually remain closed for at least five months in a year. Medical colleges produce doctors after six or seven years, and engineers are awarded their graduation degrees after five or six years. Similarly, those doing graduation or post graduate studies have to hang on indefinitely before stepping out into the practical world. The postponment of one examination affects not only the students concerned, but the schedule of all the other examinations.

25. FAISAL, Tehsin. Semester System --- Pakistan Times (Rawalpindi) June 11, 1979.

The semester system aims at producing students who can do research work, analyze things, and then derive conclusions. In the comprehensive system, the pupil has to store a certain amount of knowledge and he is expected to reproduce, after two years, the whole stuff in three hours. This is monotonous as compared to the semester system. It is definitely an enjoyable task to sit in the library and do your regular study on the subject concerned. But, unfortunately, the libraries disappoint us all. Either the required material is missing, or the copies are scarce.

The semester system should have been implemented in stages with all its requirements: 1) Honest and hardworking teachers and pupils; 2) well-equipped libraries; and 3) audio-visual aids. Seminars, debates and panel discussions, of course, not only add to interest but also help in the understanding of the practical implications of the subjects. Semester system is certainly an

ffective system of education, provided it is well-planned, and both the students and the teachers are willing to work.

26. IQBAL, Rana. Semester System --- Pakistan Times (Rawalpindi) April 26, 1979.

There is no doubt that students also are partly responsible for the failure of this semester system. But the ultimate responsibility lies on the teacher community. Almost all students suffer from the dictatorial and capricious mentality of the teachers. Marks are not awarded on what is written in the papers, but on what is written at the top of the papers - the name.

The students have an academic disadvantage as well, and the semester students do not develop deeper and comprehensive outlook on the subject, Education, to them, is not an end in itself but only the means to an end.

The teachers should be deprived of their dictatorial power by the introduction of the comprehensive system within the semester system. In other words, there should be one comprehensive examination at the end of each semester, and it should be conducted by the university, while the remaining two tests should be either abolished or conducted by the department.

27. ISHAQ, Shagufta. Imtehanon Mein Naqal Ka Rujhaan (Cheating Tendency in Examinations) --- Nawai Waqt (Rawalpindi) May 15, 1979 (U).

There are many factors that encourage cheating in the examinations. The syllabus is not in keeping with the mental capacity of the students. The language of a textbook should be simple and easy, so that no student is tempted to turn to help-books and test papers.

The teachers should prepare lessons in simple language. Majority of parents, too, are responsible in their own way for the failure of their wards. It is generally felt that if the system is radically changed, the causes of the deterioration in the standard would disappear, and the increase in the percentage of failure would come down.

28. KHAN, Mohammad Rafiq. The Semester System: Problems and Prospects --- Pakistan Times (Rawalpindi) May 25, 1979.

The feasibility of the semester system in our social set-up is being challenged on psychological basis. The argument is three

dimensional. It says that teachers are partial, students want to study the minimum of what is included in the curricula, and political uncertainty in the country results in the waste of time, thus making the covering of courses within the semester time impossible.

Another criticism is that the number of students certified for 'A' grade is abnormally high. A high-level body of experts should be set-up to scrutinize such cases.

Our method of teaching is classical. The teacher has to write and draw everything on the blackboard. A lot of time can be saved if the teacher is provided such aids as slide projectors, cyclostyle machines, and photocopiers. The change in teaching methods will require well-equipped libraries, which is an expensive business. Another aspect of the semester system is the monthly assignment of different topics on different branches of subject. Assignments should be compulsory for non-research students.

29. KHOKHAR, Lal Bux. Semester System and its Introduction at Secondary Level --- In: Report of Workshop on Examination Reforms Testing and Evaluation, 62-66. Hyderabad, Bureau of Curriculum and Extension Wing. 1977.

To make the educational system fruitful, it is essential to bring changes in the present system of examination, and it is now high time to switch over to the semester system where in place of single annual examination of classical or traditional type, a system of continuous evaluation of the progress, aptitude and behavior problems of the students by the class teacher is done at each stage of learning.

The introduction of the semester system is discussed under the headings: 1) semester system; 2) merits of semester system; 3) implications in introducing semester system in the secondary schools; 4) impact of semester system on standard of education; and 5) the teacher and semester system.

30. MIRZA, Mohammad Tufail. Meyaar-e-Ta'aleem Ka Mas'ala (Problem of the Standard of Education) --- Imroz (Lahore) June 27, 1979 (U).

Neither the present system nor the semester system of education can succeed unless the syllabus that is taught fulfils the demands of the time. From the utility point of view, the semester system is quite good in itself, but it demands regularity and hard work from both the teachers and the taught. Under this system, the course is divided into parts and regular time intervals. Under the old system, the students used to memorize

lessons as the examination approached. Success of the semester system depends upon the availability of the reading material to the students in time. A well-equipped library in the campus is essential. Only the notes by the teachers will not help the students. They need reference books to prepare for the examination. The great advantage of this system is that if any student is weak in any subject, he can easily make up without losing his academic year. But this system can succeed only if both the teachers and the students are sincere and hardworking. This system has raised the standard of education beyond doubt.

31. NIZAMANI, Fazal Mohammad. Existing Form of Testing and Evaluation --- In: Report of Workshop on Examination Reforms Testing and Evaluation for Training the Secondary School Teachers, 13-15. Hyderabad, Bureau of Curriculum and Extension Wing. 1977.

Education as a whole is some thing which measures in terms of the growth of student academically, intellectually, physically, socially, morally, etc. These results are obtained by a process of continuous measurement through periodic, valid and reliable testing program and observational records, rather than a single final examination. Our existing system of examination cannot achieve the desired goals of the new education policy. The present system of examination is one of the root causes of the general malaise in our education system. The defects of the existing system are described.

It is pointed out that change in the examination system is a must and we should switch over to semester system as soon as possible.

32. QURESHI, (Mrs.) Mumtaz. Automatic Promotion and Maintenance of Cumulative Record --- In: Report of Workshop on Examination Reforms Testing and Evaluation, 22-25. Hyderabad, Bureau of Curriculum and Extension Wing. 1977.

In the new education policy it is proposed that in place of single annual examination, a system of continuous evaluation of the progress, aptitudes and problems of students by the class teacher will be introduced. Promotion in primary classes will be automatic and thereafter upto class IX the promotion will be based on a combination of periodical cum annual examinations. The writer explains the How of automatic promotion.

The purpose of maintaining the cumulative record is explained. Techniques to be used for collecting information are pointed out and use of cumulative record discussed. In the end it is emphasized that the maintenanceof cumulative record is a must for child-oriented education.

33. SHEIKH, Mohammad Saghir. Importance of Classroom Testing and Evaluation --- In: Report of Workshop on Examination Reforms Testing and Evaluation for Training the Secondary School Teachers, 16-21. Hyderabad, Bureau of Curriculum and Extension Wing. 1977.

In the educational process, evaluation is one of the most important aspects, because it determines the value of the education. For this purpose we need a continuous system of evaluating the curriculum and teaching methods. Traditionally evaluation has been concerned with the measurement of pupil's accumulation of knowledge in areas like reading, arithematic, language, geography history etc. At present we have got one examination which is held at the end of the year. The defects of this system are pointed out.

It is being increasingly recognized that academic achievements are means to the attainment of educationally worthwhile goals, rather than end in themselves. This shift in emphasis implies revision in the nature of measuring procedure. The detail of the new evaluation process is provided.

34. ZAHID, Ismatullah. Kiya Semester Sistem Nuqsan Deh Hai? (Is the Semester System Harmful?) --- Mashriq (Lahore) May 5, 1979 (U).

A few years back, semester system was introduced for higher classes in our universities. There is no denying the fact that the system is working successfully in Western countries. Semester system was also introduced in our universities. But it has not proved an analloyed blessing for us. It cannot work under conditions that ar essential for its success.

We have no well equipped libraries and the requisite reference books, Books are too costly to be purchased by every student.

This system is not suitable in the sense that the students have to confine themselves only to books. They have to give up other activities. It is indeed tragic that the teachers have become partial under this system. Individual likes and dislikes count more than merit. Under the circumstances, the consensus is against the system.

HIGHER EDUCATION

35. KHURSHID, Abdus Salam. Aala Ta'alimyafta Afraad Ki Bairozgari Ka Mas'ala (Problem of Unemployment of Highly Educated People) --- Mashriq (Lahore) June 1, 1979 (U).

The problem of educated unemployment can be solved only through

the planning of higher education. We have more universities, than we actually need in our country. None of the universities has any contacts with the Government or the industrial units, or any idea as to how many graduates they need. Since the standard of examination is very low despite the introduction of the semester system, rarely any student fails in the examination.

Admissions to all the departments whose graduates are unemployed, should immediately be stopped. The ministries of Education, Planning, and Industries should jointly examine the situation and then prepare a plan of admissions to higher educational institutions.

The fixation of lower age limit for Government service needs to be revised. The limit should be thirty instead of twenty five years. Something should also be done for those who are unemployed and have crossed the age of twenty five.

LIBRARIES

36. BAIG, Farhatulla. Library Science Kay Farogh Ka Mas'ala (Problem for the Promotion of Library Science) --- Hurriyat (Karachi) March 10, 1979 (U).

The Ministry of Education, Government of Pakistan, had set up a national committee to prepare a syllabus of Library Science for classes XI and XII with a view to introducing this subject throughout Pakistan by 1980. So far, 126 students of Library Science have passed the intermediate examination. But they find themselves in a blind alley because this subject has not been introduced in B.A.

In May, 1976, the Karachi University was requested to include Library Science in its syllabus for B.A. degree as an optional subject. In May 1978, the Karachi University was reminded of this request. In July 1978, a resolution was passed by the Academic Council to the effect that Library Science be introduced in B.A. as an optional subject. But nothing has so far been done in this behalf. It appears some members of the Department of Library Science do not like the proposal for reasons better known to themselves.

LITERARY

37. SAJJAD, Zafar. Nakhandgi Ki Ek Wajah (One Reason of Illiteracy) --- Imroz (Lahore) June 4, 1977 (U).

The percentage of illiteracy in Pakistan is very high, and the

standard of education is low. There is no denying the fact that the importance of education is being overlooked in our country. Majority of parents care little for the education of their children. About ninety per cent of population lives in villages, and the percentage of illiteracy is increasing day by day. It is the duty of the Government and the Department of Education to take effective steps to stop this rot in villages.

It is unfortunate that instead of attending schools in rural areas, children there are forced to work along with their parents in the field. Even the few schools that exist, these are shabbily managed and maintained. Majority of teachers in rural schools are neither trained nor experienced. Logically enough, they have failed to inspire the students. The Government should establish well-equipped schools in villages and Tehsils and manage them with trained and experienced teachers.

MEDICAL EDUCATION

38. HUSAIN, Syed Siddiq. Medical University Ke Qiyaam Ka Mas'ala (The Problem of Establishment of Medical University) --- Nawai Waqt (Rawalpindi) March 25, 1979 (U).

There is an acute need for a Medical University in Lahore. The principle that the university of professional education must be separate from the university of non-professional education has long been accepted since the establishment of a University of Engineering and Technology in Lahore. Long before the establishment of Pakistan, there was a college of Engineering in Lahore that was affiliated with the Punjab University. Gradually, however, this College became the University.

It may be pointed out that if this proposal is accepted and acted upon, the present budget will remain unaffected, and the standard of medical education would improve.

39. NIAZI, Niaz Ahmad. Medical Kallejon Mein Dakhilay Ka Mas'ala (Problem of Admission in Medical Colleges) --- Jang (Rawalpindi) March 20, 1979 (U).

Admissions to Medical Colleges in Punjab poselproblems each year. This year, the students who appeared in the examination held during the spring obtained more marks than those who had appeared during the autumn examination. But justice was not done to the former group. Such discrimination creates bad blood and a sense of frustration among the students.

It is also a fact that Punjab, which is the largest province of the country, has only 1700 seats to its share in medical colleges, that is, as many as Sind. which has a far lower population. This anomaly was brought to the notice of the Government, but with no result.

PROFESSIONAL EDUCATION

40. SHAHIN, Siddiq. Fanni Ta'aleemi Idaron Kay Masa'il (Problems of Professional Educational Institutions) --- Mashriq (Lahore) May 5, 1979 (U).

Technical education has been given a separate status, and has nothing to do with general education. Thus, the system of education has been divided into two parts. Its sole justification is said to be administrative needs. The need of the hour is to so re-structure the educational system as to remove all discrimination against any branch of knowledge and technology. Similar discrimination existing in many other fields of learning and technology should be removed.

At the moment, there are 26 commercial institutions in the Punjab province. Statistics for the last three years show that only sixteen students from one institution have been declared successful. It means that as many as twelve thousand rupees are being spent per student per year. Similarly, about three hundred thousand rupees on the housing of commercial institutions every year. The annual rent, according to the budget of 1977-78, comes to about three hundred thousand rupees. Following suggestions might help solve the problems: Government Commercial Institutes should be merged with the general education colleges. In every Government college of the city, a department of commerce should be opened along with the medical, non-medical, and arts departments. The Principal of Commercial Institutes should be made the "Head of the Department".

PSYCHOLOGY

41. ZARDARI, Ranjho Khan. Evaluation of Attitudes --- In: Report of Workshop on Examination Reforms Testing and Revaluation, 67-72. Hyderabad, Bureau of Curriculum and Extension Wing. 1977.

Teachers are very much concerned with the attitudes and interests of their students. They influence students and are influenced by them. If students have positive attitude

towards education, it is easy to make them educated. In order to deal effectively with students, it is important to know how best to measure attitudes and interests of students.

The teachers must take account of learner's attitude and if necessary build up new interests and attitudes in order to facilitate the learning of skills and knowledge. The term attitude is defined and reasons for evaluation of attitudes are pointed out. Methods of evaluation which include observation, self report and projective techniques are discussed.

SPECIAL EDUCATION

42. RAHIM (Mrs.) Mumtaz. Education of Gifted Children --- Pakistan Times (Rawalpindi) April 20, 1979.

Curriculum adaptation and modifications are the immediate need of the hour. The following measures may be adopted by our teachers for a classroom situation:

1. Self-determination of learning activities by the student, with the teacher providing time, counselling resources, and guidance. 2. Development of study kits based upon key questions. 3. Preparation of a course of study with alternative choices for long-range study. 4. Assignment of special methods to students for individual study.

This year, has been declared an International Year of the Child, This should provide us an opportunity for planning educational facilities and programs for the gifted. Our Government should take measures to integrate educational programs for these children in regular schools. Refresher courses and workshops can be arranged by training institutes, specially by the Institute of Educational Research, Lahore, to help and guide our educational institutions and train their teachers.

STUDENTS' PROBLEMS

43. HUSSAIN, Shabbir. Unrest on Campuses --- Pakistan Times (Rawalpindi) June 18, 1979.

Sporadic disturbances in colleges and universities are an international phenomenon. Students' behavior is also vulnerable to the socio-political climate in the country. Students' unrest at our campuses is not an isolated happening. Obviously, it cannot be remedied by administrative measures alone. A mere

acceptance of students' demands - most of which are unrelated to the class-room - will not pacify them either.

There is much talk of democracy, election, and Islamic order, but we fail to realise that the main aim of these modes of thinking is to create a better brand of human beings. To start with, politicians should decide not to visit teaching institutions. Members of administration should decline offers of presiding over functions or delivering convocation addresses. Principals of colleges and deans and vice-chancellors of universities should exchange visits to various seats of learning.

44. IDREES, Mohammed. Student Unrest: An Analysis --- Dawn (Karachi) June 4, 1979.

All is not quiet on the educational front these days. There is the need for identifying those who might have had a hand in fostering student discontent. The climate in a number of Karachi colleges has been described as tense following clashes between rival student groups. Student power in Lahore has been demonstrated in the take-over of the Vice-Chancellor's Office at the Engineering University. Reports of student-police clashes at the Government Degree College, Sheikhupura, are most disturbing.

Everyone knows that our campuses are also the hotbeds of one kind of politics or another. The rise of the student Left and the influence of the student Right have both been potent forces to contend with since the mid-sixties. The Government would have to stay clean of any involvement in the politics of the campuses. As for genuine student demands, these should be immediately met. There is no point in making pointless delay or playing difficult when it comes to buses, books, contents, hostels, examination postponments.

45. KHAN, Abdus Samad. Ta'aleemi Inhetaat Ka Ek Aham Sabab (An Important Reason of Education Deterioration) --- Nawai Waqt (Rawalpindi) June 6, 1979 (U).

One of the most important causes of the deterioration of educational standard is the politics that has crept into the institutions, since permission was given to form Unions in all colleges and universities. In the past, the problems of students were solved cool-headedly without any hue and cry.

The standard of education has fallen considerably, because the students know that they will get through all examinations by hook or by crook. Now the teachers want to get rid of the semester system. It is high time we rid our educational

institutions of politics. The functioning of unions in educational institutions should be banned at least for ten years.

TEACHER EDUCATION

46. Agro-Technical Teacher Training Program --- In: Teacher Education in Pakistan, 19-22. Islamabad, Curriculum Wing, Ministry of Education. 1977.

With the introduction of a vocational component in the general school system, a new category of teachers has to be prepared. The vocational subjects included for classes VI-VIII have been termed as Agro-Technical subjects and are comprising of i) industrial education; ii) agriculture education; and iii) home economics education. The main emphasis here is on the actual doing of objects rather than classroom teaching. Thus the problem of training teachers has many new dimensions. As a matter of fact there is a great need for specialist teachers to implement the reforms.

The detail of the National Agro-Technical teacher training centers established in each province is provided.

47. Description of Teacher Training Program --- In: Teacher Education in Pakistan, 4-7. Islamabad, Curriculum Wing, Ministry of Education. 1977.

At present one year teacher program is available in P.T.C. training, C.T. training and B.Ed. training. Then there are master's courses in education. Similarly there are programs for teachers of professional and technical education.

Some discussion is made of the pre-service education of teachers. These institutions for the professional training of teachers bear a direct relation between the educational changes and the role of teachers. The general courses of studies and basic educational qualifications required for various teacher training program are mentioned. Some discussion is also made on specialization in teacher education and in-service education of teachers.

48. Exemplar Innovations - National Teaching Kit Project for Primary Classes --- In: Teacher Education in Pakistan, 29-44. Islamabad, Curriculum Wing, Ministry of Education, 1977.

The education system of Pakistan has been the subject of

critical appraisal on numerous occasions. The Education Policy (1972-80) has taken a serious note of the situation and recommended a variety of measures. The policy has also emphasized on improvement of teaching methods and provision of instructional materials and teaching aids to primary schools. It is only through new innovative techniques and effective use of instructional technology that we can achieve the desired long range goals.

The program of national teaching kit project for primary classes is discussed under the headings: 1) the national teaching kit project; 2) need for national teaching kit in Pakistan; and 3) master plan for the national teaching kit project.

Under the same subject heading Pakistan's efforts in the development of the kit are described. Development of teacher's manual is also discussed in the end.

49. Industrial Arts Teachers Education Curriculum --- In: Teacher Education in Pakistan, 23-24. Islamabad, Curriculum Wing, Ministry of Education. 1977.

The industrial teachers are trained by Technical Teacher Training Colleges, Institutes of Educational Research and similar other institutions. The programs of training in these institutions will have to be modified in order to emphasize the skill component in accordance with the basic philosophy. The existing teachers of this category will have to be given a course of retraining for a period of at least 4 months in order to upgrade their proficiency in the practical skills.

The suggested program for the new training of industrial arts teachers is briefly mentioned.

50. Proposed Measures for the Implementation of the Teacher Education Program --- In: Teacher Education in Pakistan, 25-28. Islamabad, Curriculum Wing, Ministry of Education. 1977.

In order to effectively implement the revised teacher education program in the country, the necessary measures have been proposed by the National Committee on Teacher Education.

The proposed measures are described under the headings: 1) admission requirements; 2) requirement of teacher educators; 3) incentives and facilities for teacher educators; 4) administration and financial control; 5) professional growth of teacher educators; 6) research studies; 7) semester system; 8) general; 9) code of ethics; and 10) building and accommodations.

51. Requirements and Strategies --- In: Teacher Education in Pakistan 8-12. Islamabad, Curriculum Wing, Ministry of Education. 1977.

In order to meet the massive requirement of teachers at all stages facilities for teacher education have been increased by reorganizing teacher education program and by introducing innovative techniques.

Under the head of qualitative projections and their implications, it is pointed out that the teacher education program would be enlarged and strenthened during the period 1975-80 to provide for a) the larger output of teachers required for the expansion of the educational system, b) retraining teachers in the new curriculum, and c) securing the new skill required for the early introduction of agro-technical subject at the secondary level.

52. Revised Elementary Teacher Education Curriculum --- In: Teacher Education in Pakistan, 13-15. Islamabad, Curriculum Wing, Ministry of Education. 1977.

The teacher is the pivot around which the whole system of education revolves. The personality of the teacher is as valuable as his knowledge and professional skill. The teacher education program, therefore, aims at improving the quality of teachers. The objectives of teacher education curriculum are discussed under the headings: 1) attitudes and values; 2) understanding; and 3) skills.

The different aspects are pointed out which were considered during the framing of the P.T.C. and C.T. one year course. The duration of the training and the evaluation system are also discussed.

53. Secondary Teacher Education Curriculum --- In: Teacher Education in Pakistan, 16-18. Islamabad, Curriculum Wing, Ministry of Education. 1977.

To instil Islamic spirit in the prospective teachers the existing curricula of Secondary Teacher Education need to be revised in conformity with the ideology of Pakistan. Revision is also imperative as the existing curricula do not take cognizance of the facts that the teacher needs practical orientation; that he should be able to utilize community resources and that he may work in a manner by which the optimal development and use of instructional materials is attained.

The general objectives are enumerated which should be achieved by the prospective teacher at the end of B.Ed. program. Specific objectives of the B.Ed. education program are mentioned under the heads cognitive, affective and psychomotor.

54. SHAH, R.A. and Others. Introduction to Teacher Education in Pakistan --- In: Teacher Education in Pakistan, 1-3. Islamabad, Curriculum Wing, Ministry of Education. 1977.

With the revision of the curricula for the primary and elementary stages and the revision of the curricula for the secondary and higher secondary stages, the need for providing sound basic education and adequate professional training to teachers has become very essential. The new school curricula cannot be effectively implemented unless the teacher education curriculum is also revised.

In the light of the objectives of the education policy, the Curriculum Wing launched a comprehensive program to revise the curricula of the teacher education program in the country. In-service training of teachers has also been given equal importance. It is pointed out that the challenges posed by the revised curricula of various levels in the country are indeed the challenges which are to be met through a dynamic system of teacher education.

55. SIDDIQI, Shaukat Ali and KHAN, Saqib Ali. Directory of the Teacher Education Institutions in Pakistan --- Islamabad, National Institute of Teacher Education, Curriculum Wing, Ministry of Education. 7p. 1978.

The brochure provides the following information: 1) Number of institutions offering Ph. D. in Education; 2) Number of teacher education institutions offering M.A., M.Ed. Education; 3) Number of secondary teacher education institutions; 4) Number of elementary teacher education institutions; 5) Number of in-service teacher education (general) institutions; 6) Number of education extension centers at secondary level; 7) Number of in-service teacher education centers at elementary level; 8) Number of national agro-technical training centers, Ministry of Education; 9) Number of technical teachers training wings of the colleges of technologies; and 10) Number of physical education teacher institutions.

Location of each institution is also given.

TEACHERS

56. BEG, Mohammad Aslam. Ta'aleemi Inhetaat Ka Mas'ala (The Problem of Educational Decline) --- Nawai Waqt (Rawalpindi) June 12, 1979 (U).

The examination results clearly show that the standard of education is falling year after year. The teachers say that the students, their parents, and even the Government are responsible for this unfortunate state of affairs. The students, however, shift the responsibility to the teachers and the Government. The truth is that the teachers bear the main responsiblity.

Here are a few suggestions in this behalf: 1) Selection of all secondary and college teachers should be made by the Public Service Commission. 2) The qualifications for appointment as college teachers should be B.Ed. or M.Ed. in addition to M.A. or M.Sc. 3) Training should be made compulsory for all college teachers. 4) Those desirous of becoming teachers, must take Education as an optional subject in B.A. or B.Sc. 5) Government accommodation should be provided to every teacher.

57. FAROOQI, Ahmad Masood. Ta'aleemi Inhetaat Kay Asbaab (Causes of Education Deterioration) --- Mashriq (Lahore) April 18, 1979 (U).

Teachers hold a pivotal position in the mechanics of teaching. It is a tragedy that in our country a large number of teachers take to this profession by compulsion, not by free will. Such teachers suffer from inferiority complex and are always dissatisfied. In these circumstances the best thing would be to select for this responsible job only those who have a congenial living for this job. Those of the teachers who have no such liking for their profession should be gradually transferred to other departments.

Attention should also be paid to the question of improving the present system of teachers' training. The selected candidates should be sent to different schools and colleges instead of training institutions. These measure will help the teachers in their professional career.

58. MUSLIM, Ghulam Nabi. Nizam-e-Ta'aleem Mein Ustaad Ka Maqaam (The Place of a Teacher in the System of Education) --- Nawai Waqt (Rawalpindi) April 24, 1979.

If we want to prepare our new generation to play its role in the affairs of the nation, we should first pay attention to our teachers. They occupy three positions in the field of education. 1) The teacher is the most educated person in the school. 2) He is the protector of the ideological base and the traditions of the society. 3) He is the practical model

of moral values in the school. After the division of the country, we have witnessed a contunious fall in the standard of education.

The present system of examination has made the matters worse. The teachers have made a veritable trade of private tution and find little time to teach in the class room. The standard of education cannot improve unless the teachers devote maximum time into teaching the classroom. They should give up their craving for private tution.

59. SHEHAB, Rafiullah. Foreign Training in Education --- Pakistan Times (Rawalpindi) April 14, 1979.

Various suggestions have been made for improving the falling standard of education in the country. But these suggestions are not reliable, because they are not based on any organized research work. Research in education is the key to the solution of many problems and is of basic significance in bringing about qualitative improvement in education. After the establishment of Pakistan, unlimited facilities of foreign training were provided to teachers. But these teachers could not even maintain the standard set by their predecessors.

The posts vacated by teachers proceeding on foreign training were filled by ad-hoc appointments. But on their return, these appointments were not disturbed because of political interference. Consequently, additional posts were created, resulting in extra-heavy expenditure. Less work by teachers badly affected the working habits of students, creating discipline problems. It will be worthwhile if someone from the institutes of education research devoted himself to this important subject.

TECHNICAL EDUCATION

60. KHAN, Rashid Ahmad. Technical Education --- Dawn (Karachi) May 13, 1979.

In order to produce technical manpower at various levels, it is essential to organize technical and vocational education more methodically. Such a bias at the secondary school stage would keep the stream wellfed at the higher levels. A target-oriented policy in terms of manpower forecasts and job possibilities will be highly rewarding.

The new education policy indicates a plan to open village workshop schools for drop-outs with agricultural short courses. Those qualified will be eligible for admission to vocational

institutions. There is also a mention of production-oriented curricular revision related to market requirements. This could best be attained by associating representatives of the trade and industry with the governing bodies of these institutions in the urban areas. It is also a good idea to make them self-supporting to some extent.

Pre-vocational training in the general education system at the middle and secondary levels should be pulled out of the rut in which it seems to be stagnating. It needs an all-round effort to increase the range and coverage of vocational and technical education, and this kind of effort has not been in evidence so far.

TEXTBOOKS

61. NIAZI, Ghulam Yasin Khan. Nai Darsi Kutub Ki Ishaat Ka Mas'ala (The Problem of Publishing of New Text-books) --- Nawai Waqt (Rawalpindi) March 31, 1979 (U).

The Government should take immediate and effective steps to solve the problem of the revision of text-books. Publishers are now saying that the revised textbooks would not be brought to the market so long as they are not compensated to the loss of the previous stock. There is no denying the fact that the Textbook Board, publishers, and compilers of the books are not happy at the appointment of the Revision Committee. They take this as direct interference in their field. Thanks to the connivance of the Text-book Boards, the publishers are openly defying the agreement. The Government had given the assurance that for the academic year of 1979 the revised text-books would be brought into the market. But as the time is approaching for the implementation of this assurance, new pleas are being raised by the Board and the publishers.

62. SIDDIQI, Niaz. Bacchon Kay Liye Darsi Kitaben (Textbooks for Children) --- Hurriyat (Karachi) February 5, 1979 (U).

The program of teaching Urdu as the medium of instruction in all English Schools has been launched. But unfortunately, the Urdu books that are being printed for the children do not compare favourably with those printed in English. The books for lower classes in English medium schools are printed abroad and are attractive in design and lay-out. The paper used in Urdu books is cheap, the design is unattractive, and the printing is defective.

In order to make the program a success, the Government should take over the matter of printing of these books in its own control through the text-book committee.

63. ZAMAN, Tariq. Nai Darsi Kutub Ka Mas'ala (Problem of New Text-books) --- Nawai Waqt (Rawalpindi) April 10, 1979 (U).

Not long ago, the Federal Government had instituted a national committee to examine the material of textbooks and suggest improvements. Unfortunately, the committee has failed to fulfil its prime objectives. It has, instead, assumed the duty of supporting the vested interests. It was to examine textbooks published by the Textbook Boards of all the four provinces and purge all material inconsistent with the teachings of Islam and the ideology of Pakistan. But it has assumed the work of preparing new textbooks. It remains a mystery why the committee has thought it fit to prepare anew the books on science and technology. Such books do not contain anything against Islam or Pakistan.

WOMEN'S EDUCATION

64. ARSHI, Azra Bano, Khawateen Kay Liye Alahada University (Separate University for Women) --- Akhbar-e-Khawateen (Karachi) January 5, 1979 (U).

Co-education is a feature of western civilization. One of our inherent defects is that we have always willingly accepted the alluring but harmful ideologies of alien nations. It cannot be said that co-education is the fountainhead of all evils. But, it is a fact that this system is responsible for moral laxity among young generation.

The objection against the establishment of a separate university for women is that a large sum of money will be wasted. This is not true. The fact is that if a separate university for women is established, it will create a feeling of competition between both sexes. Co-education might be good for those women who do not observe purdah and mix freely with the opposite sex. But the case is otherwise with those who observe purdah. With the introduction of semester system in the university, private education has come to an end. Consequently, majority of female students, after doing graduation, give up their studies because of co-education in the universities. Therefore, the demand for a separate university for women is justified. The institution should, therefore be set up without further delay.

65. NAFEES, Amena. Larkion Kay Liye Alahada University (Separate University for Girls) --- Mashriq (Peshawar) January 28, 1979 (U).

The establishment of a separate university for our girls is imperative because thus they will be free to acquire higher education. In our society, majority of parents willy-nilly send their daughters to acquire higher education in the universities. As a result, most of the talented and meritorious female students discontinue their education and waste their time at home.

It is unfortunate that the Government has done nothing to establish a separate university for girls. Sometime back the Government had promised to look into the matter seriously, but the promise was never fulfilled. On the one hand, the Government wants that both boys and girls should be provided equal opportunities of education. But on the other hand, the long standing demand for the establishment of a separate university for girls still remains unfulfilled.

GENERAL

66. ALI, Zulfiqar. Ta'aleemi Me'yaar Mein Musalsal Inhetat (Continuous Fall in the Standard of Education) --- Mashriq (Peshawar) January 10, 1979 (U).

There is no denying the fact that teachers too are responsible to some extent for the falling standard of education in Pakistan. They spend most of their time in earning money through forced private tuition.

The evil begins from the lower classes and continues to the level of university. It is strange that while the number of students is rising every year, the number of teachers is falling.

Examiners, too, have become more materialistic in their outlook. Honesty is no criterion now. The following measures may arrest the rot: 1) Every child should be imparted religious education at the primary level. 2) If a child fails to write Urdu correctly in class I, he should not be promoted to higher class. 3) No candidate should be admitted to secondary school if he is not well-versed in religious matters. 4) No student should be allowed to come to the school by any conveyance other than a bicycle. 5) School uniform should be compulsory on paper as well as in practice, in every institution.

67. AWAN, Malik Javed Azam. Imtehanaat Ka Tariqa-e-Kar Tavajjotalab Hai (System of Examinations Needs Attention) --- Nawai Waqt (Rawalpindi) May 8, 1979 (U).

In order to obtain satisfactory results in future, here are a few suggestions: At present, there is no one principle for promoting students from Class I to Class V. It is all done by teachers in accordance with local practice. The Assistant Education Officers should play vital role in this work.

They should visit every school at least four times a year for inspection. They should fully know the syllabus and the needs of the students. Since all parents are aware of the importance and untility of sciencesubjects, they want their wards to go in for science in Class IX. The result is that the students who have no natural interest in these subjects fail in the examinations. The Administrators of the Education Department should make it a point not to give admission to science classes to the students whose results are poor in this subject. Pass percentage should be fixed at 33 for Class IX.

68. FATMA, Habib. Primary Isckoolon Mein Kitabon Ka Boajh (Load of Books in Primary Schools) --- Akhbar-e-Khawateen (Karachi) June 2-8, 1979 (U).

Instead of loading our children with books in primary schools, it would be better to train them mentally and physically through books during school timings. They should be provided good books to read at home and discuss in the class the subjects they have studied. In this way, their general knowledge will improve. It would also be better if the formality of examinations in primary schools is done away with.

The children should be tested only for merit, they should be promoted to higher class as they grow in years. It should be the duty of every class teacher to testify whether the children who are being promoted to higher classes deserve the promotion, Nursery classes should start in the fifth year of the pupils age. First, the children should be taught the alphabets with the help of wooden cubes, black board, etc. Colored pictures, slate, white paper, and water color help the children in learning elementary lessons.

69. HUSAIN, Sajid. Valdain, Asateza Aur Hukoomat (Parents, Teachers and the Government) --- Imroz (Lahore) April 23, 1979 (U).

The deterioration in the standard of education cannot be

arrested unless the parents, the teachers, and the Government jointly strive to reform the present system of education. Mostly, the object of education seems to be money and more money. The object should be to build the character of the young generation and make them worthy servants of the nation. Our teachers too are to be blamed for the fall in the standard of education. They attend to the class, but instead of teaching, they do private job in quest of more money.

Some of the teachers who discharge their professional duties, confine their attention only to textbooks. They are expected to do something more. They should build the character of their wards, teach them moral values and explain the basic tenets of Islam.

Successive Governments have created numerous problems for the students. The result is that campuses have become the centers of hooliganism. The students are morcinterested in politics than in education.

70. IQBAL, Mohammad. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Nawai Waqt (Rawalpindi) April 26, 1979 (U).

As early as in 1978, a recommendation was sent to the Government for the establishment of two separate Directorates, one for the schools and the other for the colleges. The Government agreed to it but did nothing to implement the recommendation. There is no denying the fact that since the nationalization of schools and colleges the standard of education has been continuously falling. Although the salaries of teachers have been raised, and other facilities have been provided to them, they are not performing their duties with honesty and devotion.

The opening of more schools has further brought down the standard of education. This is clear from examination results year after year. The Government earmarks hundreds of thousand rupees every year for education, but no positive results are achieved. What is required now is to improve the conditions of present schools than to open new schools. Schools for girls are facing more problems than the schools for boys. Female teachers find themselves insecure in going to far flung areas. Girls schools should be opened only in such places where adequate facilities for female teachers are available.

71. KHURSHID, Shaukat. Ta'aleemi Inhetaat Ka Zimmedar Kaun? (Who is Responsible for the Deterioration of Education) --- Nawai Waqt (Rawalpindi) May 15, 1979 (U).

The fast ratio of deterioration in the standard of education

has become a matter of serious concern to all thinking citizens. The parents, the teachers, the students and the society all are responsible for this state of affair.

The parents rest contented after the admission of their wards in schools, thinking that their responsibility is over. The teachers do not pay as much attention to the students as they should. They keep busy running after private tuition. The students love politics more than studies.

The present system of education is also one of the causes for the fall in the standard of education. Students are overloaded with a number of textbooks. The Government and the managements should do all they can to change this attitude of both the teachers and the students.

72. MENEZES, Barna. Students Unrest --- Morning News (Karachi) June 2, 1979.

Here is some food for thought for our students. Are students aware that the 15 per cent highly privileged in the country, they form 3 per cent among the 15 per cent literates in our country? They do not even know who really pays for their education and how many of them are going to repay the country for the education they have received. Each year hundreds of doctors leave the country to serve in foreign lands, leaving the poor of our country to their fate. Doctors are not the only ones who commit this sin. Every educated person who gets an opportunity takes off.

It is time we asked ourselves if we really need so many highly qualified people. The continued unrest in educational institutions has already caused much harm to the standard of education. The percentage of failures is increasing every year. Neither the teachers, nor the Government are to be blamed for this failure and decline in the standard. If students are misled by politicians and other anti-social elements, they will fare well in the examinations.

73. NIAZI, Tariq. Ta'aleemi Me'yaar Ki Pasti Ki Zimmedari (Responsibility of the Fall of Educational Standard) --- Akhbar-e-Khawateen (Karachi) May 19-25, 1979 (U).

Both the teachers and the students are equally responsible for the fall in the standard of education. Because if, on the one hand, the students have lost all sense of responsibility, the teachers, on the other hand, have forsaken all devotion to duties. The Education Board, too, cannot explain away its

sins of commission and omission in the field of education. Here, the answer books are changed conveniently, and the students who are counted as failures, get through with flying color.

Frequent closures of educational institutions by the administration have adversely affected the standard of education. Change of syllabii from time to time not only creates numerous problems for the students, but also adds to the financial worries of the poor parents. Unless these causes are remedied and the problems of the student community are solved, we cannot hope for any substantial improvement in the educational standard. The Government should take immediate steps to solve these problems.

(Mrs.)
74. RAHIM ∠Mumtaz. Ta'aleem Har Bachchey Ka Paidaishi Haq Hai (Education Birth Right of Every Child) --- Mashriq (Peshawar) March 1, 1979 (U).

The United Nations have declared 1979, the International Year of the Child. In order to make the program a success, we should introduce revolutionary reforms in our traditional schools.

The syllabi from primary to higher secondary levels should be made more flexible.

Apart from the changes in syllabi, what is urgently needed is to provide special training to teachers, because they play a very important role in educating our children. We have among us a good number of children who are deaf, dumb, blind, or even mentally retarded. Such boys and girls need special attention by the teachers.

75. SAEED, Sami. Deepening Education Crisis --- Pakistan Times (Rawalpindi) June 8, 1979.

The expansion of education over the years has given rise to many problems. The physical facilities for education cannot keep pace with the explosive enrolment growth. Jampacked classes strum on the nerves of the teacher. Schools and colleges are under-staffed. In colleges, the distribution of work among teachers is not equitable. The physical infrastructure for education, - such as classrooms, libraries, laboratories, etc., should be built up. The present management system in education is an extension of the old, static, and hackneyed order. It dampens initiative and enterprise of the teacher. Theoritically, it is a reasonable proposition that the management of education should be in the hands of the educationist. But when educationists are entrusted with the management of education, they turn out to be more bureaucratic than the

bureaucrats. The administration of education should be decentralized and debureaucratized.

76. SULTANA, Fahmida. Amli Zindagi Mein Ta'aleem Ki Nakami Ka Sabab (Reason for Failure of Education in Practical Life) --- Mashriq (Peshawar) March 16, 1979 (U).

The main reason of the failure of education in our practical life is that the present educational structure has been imported from abroad. Moreover, our educationists do not study our own problems and difficulties. They frame the policy and prepare the syllabi on the lines adopted in the foreign countries. For example, after completing their agricultural education, the students do not go out on the field; they prefer to take up Government job. We should revolutionize the whole system of education.

We should decide once for all the question of the medium of instruction. At present, we are using both the languages in our schools. While deciding this question, we should be rational and unemotional.

LANGUAGES, TEACHING OF (Special Section)

77. ABEDI, Hasan. Urdu Zaria-e-Ta'aleem Aur Angrezi (Urdu as Medium of Instruction and English) --- Akhbar-e-Khawateen (Karachi) March 31 - April 6, 1979 (U).

The Federal Government has introduced Urdu as the medium of instruction in all schools. Public opinion is divided on the wisdom of the measure. Some think that this step will lower the standard of education in the country.

These doubts are baseless. Firstly, English has been retained as a compulsory subject, particularly for those students who intend to go in for higher education in foreign countries. Secondly, Urdu has been made only the medium of instruction. Majority of our students fail in various subjects because they cannot express themselves in English. With the introduction of Urdu as the medium of instruction, the standard of teaching and learning would rise.

78. AZIM, Asif. Save English --- Pakistan Times (Rawalpindi) April 1, 1979.

English has emerged after World War II as the premier language for research in all physical as well as in social Sciences. Today,

more than 50 per cent of all scientific research in the world is published in English. A recent survey shows that one out of every four articles by French scientists is written in English.

English has come to be the dominant language of contemporary civilization. We cannot escape this fact. It is in our own interest to learn English. This does not mean of course, that we should deny Urdu the status it deserves in our national make up. It should be taught alongside Urdu.

79. BATLA, Bashir Ahmad. Urdu as Medium --- Dawn (Karachi) April 13, 1979.

Imparting instruction in Urdu does not mean that we should give up the learning and use of English language. All languages have their own worth and value. English is more important for us because of our long, though unpleasant, association with it during the British rule in the subcontinent. We should acquire knowledge of English language and continue to use it in national and international fields.

But we must turn to Urdu as the medium of instruction in our educational system, because it is easier for a child to learn in his mother tongue than in an alien language. Urdu, it is true, is not the mother tongue of all the inhabitants of Pakistan. But we have declared Urdu our national language. It is easy to learn. It cannot be denied that it is actually spoken, read, and understood everywhere in Pakistan.

In fact, after our religion, Urdu is the only link that unites all the different ethnic groups living in Pakistan. It is the only means of communication among the people of all the four provinces. It is a language of contact between common people. We, therefore, must give Urdu the status it deserves. It has been ignored by the vested interests who fear that they would lose their ascendency if Urdu is made the only official language of the country.

80. BHATTI, M. Ismail. English as an Adverse Factor in Education --- Pakistan Times (Rawalpindi) April 6, 1979.

The teaching of English as a second language cannot be justified when it is not being used for any useful purpose. At present, it has become an expensive parasite in our educational system. It is adversely affecting a student's competence in other subjects, especially Urdu. His dependence on a single text-book in Urdu leads him nowhere. Besides, most students resort

to the bad habit of cramming the English syllabus. A sensible strategy is to teach just as much English, as is strictly necessary in modern days.

Even in this matter, we should clearly define our aims and objectives and plan our teaching operations for the best possible results. Those who go in for professional subjects, such as engineering, medicine, or higher education, should be given sound instruction in English. Instead of wasting nine years of a students career in compulsory but inefficient teaching of English, we should use effective techniques for a shorter period and train only those who desire or need to learn English.

81. HASHMI, Khalid Mahmood. Angrezi Ki Baladasti (Dominance of English) --- Imroz (Lahore) May 7, 1979 (U).

The worth of a nation in modern days is judged by the extent and quality of the education it imparts to its citizens. It is unfortunate that we have two media of instruction in our country namely, Urdu and English. The two media of instruction have divided our country into two classes. One class of society comprises those who have been educated through the medium of Urdu, and the other class consists of those who have been taught through the medium of English. This duality in the system of education should be done away with.

A vast majority of our people cannot afford to admit their wards to English medium schools. They send them to Urdu medium schools. After matriculation, they become victims of inferiority complex when they see other boys, who passed the examination through the medium of English, prospering in their practical life.

82. HUSAIN, Ahmad. Urdu Ko Daftari Zaban Bananay Ki Zaroorat (The Need to Make Urdu an Office Language) --- Hurriyat (Karachi) January 22, 1979 (U).

According to a recent decision, the medium of instruction in all schools, including Convent Schools, will be Urdu from the next year. English will also be taught as an additional language, because it is not only the language of science and technology but also the language of commerce and industry.

The decision is commendable. But unless Urdu is made the official language, much cannot be achieved. The logic that the subjects of science and technology cannot be taught in Urdu does not hold water. Urdu has all the ingredients of

becoming a language of science and technology. In due course of time Urdu shall be the official language.

83. JULLANDHARI, Nazar. Angrezi Ki Baladasti Kabtak? (How Long Dominance of English?) --- Imroz (Lahore) June 29, 1979 (U).

Learning of a foreign language is no sin. It must be learnt, but not at the cost of the national language. The Government has promised time and again to introduce Urdu as official language in all offices. But no practical steps have so far been taken. Most of the countries, even in the Third World, use their own language as the medium of instruction. But, even thirty-one years after independence, we have not changed over to our national language. It still remains a compulsory language.

Suitable changes should be made first of all in the present syllabii, and English be given the status of an optional language. For a year or two, English should remain along side Urdu till it takes its full place.

84. KHWAJA, Navidulasr. Angrezi Zaroori Hai (English is Necessary)--- Akhbar-e-Khawateen (Karachi) April 21-27, 1979 (U).

English is now being made an optional subject. It is not our language, but there is no denying the fact that it is worth learning by all,because it is an international language. Now-a-days, most of the books on all subjects are written in English. Their translation into Urdu is not possible. If we give up English, our children will remain ignorant of all important subjects.

What is required now is to encourage our children to learn English. Arrangements should be made for the teaching this language in schools right from primary level. We have to be dispassionate in this regard. Nobody objects to the promotion of Urdu which is our national language. But the hard fact is that so long as we do not develop Urdu and enrich its vocabulary comparable to that of English, we cannot afford cut ourselves away from English.

85. KHURSHID, Abdus Salam. Angrezi Ki Baladasti (The Dominance of English) --- Mashriq (Lahore) June 15, 1979 (U).

Pakistan is probably the only country in the world where our educated people prefer to exchange views in English. How

ridiculous it is that in colleges and universities where both the teachers and the students are Pakistanis, they express themselves in English. There is hardly a single country in the world where a long and vigorous agitation has to be made for national language. In Pakistan the agitation has been going on for the last 30 years for the use of the national language in official, business, and teaching spheres. Success is still as remote as ever. Of late, the Urdu Conference has made an appeal that English, as a medium of instruction, should be bycotted, and question papers written in English should not be accepted in the examination halls, that English medium schools should be closed, and that employees in Government offices should start working in Urdu.

It is high time the Government gave serious though to this burning problem and accepted the popular demand without further delay. It does not mean, however, that English should be banished once for all. It is an international language. Better arrangement should be made for the teaching of English as an international language. We must try to gain as much as we can from the treasures of the English language.

86. MURSHID, Khalid. Jabri Tuition (Forced Tuition) --- Mashriq (Peshawar) January 24, 1979 (U).

Along with the traditional defects in the system of education, forced tuition has become a serious problem in the country. In big cities, this curse has spread far and wide. The teachers take one-hour class in the name of private tuition and thereby earn extra money every month. Since this 'business' is not allowed openly by the Government, the teachers do it secretly.

After the nationalization, it was hoped, the standard of education would improve, and education would not be treated as a trade commodity. Unfortunately, these expectations were not fulfilled. The salary of the teachers has been raised and their service conditions have been improved, but they are as neglect of their duties as ever. The ever-increasing percentage of failures bears testimony to the fact. No practical steps have so far been taken to eradicate this evil.

87. NAJMUDDIN, S.M. National Language and Education --- Dawn (Karachi) April 7, 1979.

As an inspirer of national consciousness, linguistic affinity has assumed special significance these days. A national language enables people to think, feel and act as a unified group. The University Grant Commission and the Universities

should work out a feasible program for the impending changeover. A large program of producing the needed literature in the national language will have to be undertaken. The following measures are suggested as guiding principles of the language formula.

Teaching of the national language, which will enjoy the position of the official language of Pakistan, should start just after the lower secondary stage along with the mother tongue. English should be taught from the lower secondary stage onward.

Primary education should be conducted in the child's mother tongue. The medium of instruction at the higher secondary, undergraduate, and post-graduate levels should be Urdu. While the goal is to adopt the national language as a medium of education, it does not involve the elimination of English. In fact English, as an important "Literary language" would play a vital role in higher education. Special Units for teaching English should be established in universities and colleges to give a good working knowledge of English to new entrants.

Vigorous action, however, is required for the preparation of good textbooks on technical subjects in the national language and for the translation of foreign books and other teaching materials.

88. MAZHAR, Amin. Angrezi Ki Haisiyat Khatm Karnay Ka Faisla (Decision to End the Status of English) --- Imroz (Lahore) May 14, 1979 (U).

An Educational Conference was held under the aegis of the Government in October 1977 in which it was decided for the first time to end the compulsory status of English in B.A. Syllabus from the next academic year. But unfortunately, the decision still remains unimplemented. The Vice-Chancellor of the Punjab University had recently announced that English would be given the status of an optional subject from the next academic year. No practical steps have so far been taken in this regard.

This slackness on the part of the Government is simply frustrating for students. The Government should ask the Vice-Chancellors of all the universities to submit without further delay the implementation report of the decision taken in the Educational Conference and an explanation why no action was taken so far. Orders should also go out to all Vice-Chancellors for the implementation the decision without further delay.

89. RAZI, English Medium Iskoolon Mein Urdu Zaria-e-Ta'aleem (Urdu as Medium of Instruction in English Medium Schools) --- Nawai Waqt (Rawalpindi) April 15, 1979 (U).

The supporters of English medium schools insist that English should remain as the medium of instruction in our schools. There is no dispute over the importance of English, but the results of matric, F.A. and B.A. show that 60 to 70 per cent students fail in this language every year. English should be taught only to those students who want to go in for higher education in science and technology. The displacement of English by Urdu as the medium of instruction in English medium schools does not mean that their reputation will be affected. Of course, the English medium schools that have sprung up during the last two or three years, should be ordered to teach only through the Urdu medium.

90. SANDEELA, Fateh. National Language in Ideological Perspective --- Morning News (Karachi) June 8, 1979.

Urdu has been acclaimed as the national language of Pakistan ever since the country began its independent existence. English had all along been its constant companion. And the claims of Arabic have, of course, been forever lurking in the background. With the choice of language is bound up not only sentiment of social convenience but also a great deal of material advantage.

Several arguments have, however, been offerred against the adoption of Arabic as the national language of Pakistan. It is also said that education is given best in ones own mother tongue. Those who foresee great difficulties in popularizing Arabic seriously underestimate common man's commitment to Islam.

There is a far greater incentive for learning Arabic than there ever can be for any other language. Arabic is our only means of communicating with the outside world, including the world of Islam. It provides a far fairer opportunity to the various regions of the country to compete in our national life.

91. SHAMIM, Fauzia. Angrezi Ki Ikhteyari Haisiyet (Optional Status of English --- Mashriq (Peshawar) March 4, 1979 (U).

English is spoken and understood more or less throughout the world. The method of teaching this language should be simple and easy. But, unfortunately, the method of teaching English in our country is difficult and complicated.

At present, the sugrestion to make English an optional subject is under consideration. It would be a great mistake

if English were made an optional subject in Pakistan. Majority of our students fail in this language, because it is not their mother tongue. The cause of the failure is that the text-books in English prescribed for different stages are not upto the mark.

The method of teaching, too, both in schools and colleges is defective. The teachers are either untrained or unqualified.

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